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ABSTRACT

This document is an annotated bibliography containing materials relevant to the planning, implementation, and assessment of competency based teacher preparation programs in English education. (DMT)

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ANNOTATED BIBLIOGRAPHY FOR PLANNING, IMPLEMENTING AND ASSESSING A COMPETENCY-BASED TEACHER PREPARATION PROGRAM IN ENGLISH EDUCATION 1961 - 1975

by

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Abramowitz, Milored W. "A Year in the Life of a PBTE Teacher," Educational Leadership, 32: 473-75; April 1975.

An experienced secondary teacher and principal, now a professor of education at Brooklyn College, recounts her impressions and experiences in teaching in the third year of a three-year PBTE sequence. She says, "...preservice education cannot produce an experienced teacher. ... the most we can expect... is that preservice education will inspire excitement and respect for teaching ..." She also states that education must continue on the job. We must not assume that we are sending out finished products.

Ackerman, Walter I. "Teacher Competence and Pupil Change," Harvard Educational Review, 24: 273-89; Fall 1954.

After a review of the literature concerned with the assessing teacher competence based on a criterion of "measured pupil change," Mr. Ackerman criticizes these studies because the only pupil changes explored were achievement test scores and the ability to generalize. The classroom behavior of the teacher is never observed or referred to in any way. He feels that this "middle step" is ignored in research designs, leading to only a partial picture, and conjectural rather than definitive conclusions.

Auberbach, Leo. "An Evaluation of Competency-Based Teacher Education by a Former Industrial Worker/Foreman/Production Supervisor," English Education, 7:40-46; Fall 1975.

Auerbach examines CBTE from the viewpoint of an industrial model and finds, not surprisingly, that "education is not a production process." This is an interestingly conceived article that highlights some obvious weaknesses of the performance-based teacher education movement.

Baker, Elmer E. Jr. "Preparing Teachers for Effective Teaching of Oral Language," Teaching the Teacher of English. Oscar M. Haugh, ed. Champaign, Illinois: National Council of Teachers of English, 1968. 47-52.

Claiming that in the 1970's one out of every two youngsters in school will be classified as culturally deprived who particularly need help in speaking and listening skills, the author urges the importance of preparing teachers who can foster oral language development. Specifically, he proposes work in the phonology of American English, language development in children, oral interpretative arts (oral reading, storytelling, choral speaking, creative dramatics) and public address (public speaking, parliamentary procedure, group discussion and debate).

Baker, Eva L. "Relationship between Learner Achievement and Instructional Principles Stressed During Teacher Preparation," The Journal of Educational Research, 63:99-102; November 1969.

This research investigates the relationship between behavioral changes in pupils and teacher behaviors in teachers who were especially trained in the

use of five theoretically based learning principles. The teachers were 38 Peace Corps trainees, and the pupils were high school students "hired" for the experiment. The trainees taught videotaped 15 minute lessons. The high school pupils were pre and post tested on items measuring the objectives. Positive correlations were found between the pupils gain scores and the observed use of three of the principles - appropriate practice, individual differentiation, and knowledge of results.

Bechtol, William M. "The ComPac: An Instructional Package for Competency-Based Teacher Education," Educational Technology, 12:37-41; Sept. 1972.

Southwest Minnesota State College has developed an instructional program that is individualized and field centered. The competencies identified are considered common to both elementary and secondary preparation. A five step model is provided into which competency packages (ComPacs) fit. These packages contain behavioral objectives "sequenced from knowledge to application." The competencies were developed with a future's orientation. The question was asked, "What schools should or will we have in the future?" The model and materials are useful within all disciplines. Inquiries are invited.

Belsky, Theodore B. and Richard O. Ulin. "Screening Prospective English Teachers: Criteria for Admission to Teacher Education Programs," Research in the Teaching of English, 5:165-178; Fall 1971.

Researchers attempted to measure the extent to which criteria traditionally used for admitting students to the secondary teacher preparation program actually predicted success in methods and student teaching. Cumulative grade point average proved to be the most reliable predictor of success in the English methods course with a correlation of .44, but no such demonstrated relationship existed between the possible predictors and success in student teaching. For marginal students who lacked the required C+ average for admittance to the teacher preparation program, one important predictor of success in student teaching turned out to be the difference between the expected grade point average on the basis of SAT scores and attained average. A positive difference indicated strong motivation which presumably was reflected in success in the practicum experience.

Borg, Walter R. "Protocols: Competency Based Teacher Education Modules," Educational Technology, 13:17-20; October 1973.

Utah State University has developed and evaluated six Protocol modules, each of which deals with one concept relating to teacher language behaviors. Students who had had as many as four pre-service education courses found these modules more useful and complete than their course work. Since they deal with basic teaching strategies, these materials are interdisciplinary. They are completely self-contained, and can be completed during out of class time. They are marketed on a non-profit basis. Information may be obtained from Professor Borg, Department of Psychology, Utah State University, Logan, Utah 84321.

Bossone, Richard M. The Training and Work of California Public Junior College Teachers of English. University of California, 1964. ERIC-ED 011189.

In a 1963 survey, 538 California secondary school principals stated that English teachers were the least prepared of all teachers to do their jobs. Mr. Bossone suggests that the present heavy concentration of the English training program on literature may be responsible and urges that the training program, particularly for prospective junior college teachers, include courses in developmental reading, advanced composition, linguistics, semantics and logic.

Bowles, Douglas F. "Decision Making Instruction," The Journal of Teacher Education, 24:38-40; Spring 1973.

Bowles proposes a model of the teacher as decision maker rather than the teacher as information gatherer and dispenser. He delineates ten decision points in his teaching model, having added "managing, coordinating, and human relationeering." Since there are so many choices, decision making emerges as the prime choice for basic teacher preparation. The student teacher's opportunity to grow in self-esteem through appropriate teaching experiences will sharpen and strengthen his decision making powers.

Boze, Nancy S. "The Proper Study," Research in the Teaching of English, 2:115-124; Fall 1968.

A questionnaire study of leading English educators reveals widespread agreement about the ideal conceptual content of an English methods course and suggests that present dissatisfaction with teacher training courses may stem from a lack of suitably high standards for student admission to such courses.

Boze, Nancy S. Teaching the English Teacher. Houston: University of Houston, College of Education, 1974.
ERIC Ed 086 711 Op. Microfiche - $0.65 Hard copy - $3.29

This document is the report of a study which polled three groups representing a cross section of authorities in the field of English and the preparation of English teachers. Ranked highest of all abilities and competencies was "Gains ability in guiding critical thinking, speaking, writing, and listening." The data suggests that English methods courses are too often a catch-all for the leftovers of other professional courses. The respondents numbered 2,328 years in their experience and observations. They strongly suggest that the methods course should be longer, and should be taught by a person who is an English scholar as well as a professional educator. They would add to what is now the standard preparation a greater emphasis on the history of language and its nature. Further, they would provide for the weeding out of the poorer candidates at an earlier date -- well before the methods course.

Burke, Cassel D. and David R. Stone. "A Research-based Learning Processes Model for Developing and Evaluating Teacher Education Curricula," Journal of Teacher Education, 26:235-41; Fall 1975.

This model offers what the authors consider a tested alternative to the traditional definition of teaching competencies within either the cognitive, affective, or motor domains. This older model in whatever form has resulted in a proliferation of sub-skills which multiplies constantly, has become unmanageable, and often deteriorates to the trivial. Their model, developed at Weber State College, is based on psychological principles. Teacher characteristics and subject knowledge are distinct but equal. The teaching-learning skill areas are reduced to 14. The program has been tested and is packaged for sale from the School of Education, Weber State College, 3750 Harrison Blvd., Ogden, Utah 84408. 60 kits are available at $2.50 each. This article contains a sample of the material.

Burnett, Richard W. and Thomas R. Schnell. "CBTE and Secondary Reading: A Philosophy and Rationale," Journal of Reading, 18:544-49, April 1975.

This descriptive article offers an operational definition of competency-based teacher education as "...the effort to maximize the correspondence between what teachers are taught to do and what they actually do on the job." Underlying the definition is the validity that has been previously established for what the pre-service teachers are being taught to do. Reading and English have taken divergent paths in a formal disciplinary way; nevertheless, the teaching of developmental reading is very often seen as the English teacher's responsibility. Therefore, attention should be paid to certain reading competencies in an English preparation program.

Bushman, John H. "Teacher Observation Systems: Some Implications for English Education," Research in the Teaching of English, 6:69-85; Spring, 1972.

An outgrowth of the author's 1971 University of Illinois doctoral dissertation "Studies in Classroom Interaction as They Relate to the Preparation and Continuing Education of Teachers of English," this article describes the effectiveness of Flanders' Interaction Analysis in changing attitudes and verbal behavior of English student teachers. Twelve student teachers were observed using the Flanders' method before and after a three day seminar in the application of this procedure. Post-seminar results showed significant differences in teacher response and questioning behavior in the direction of a greater degree of student-centeredness in the classroom.

Chambliss, Edwin J. "An Application of PBTE Principles in a Humanistic Framework," Educational Leadership, 33:534-37; April 1976.

Chambliss discusses what he sees as the humanization of current grading practices by the application of principles derived from PBTE. He would not discard the letter grade and quality points, but would have the student achieve these through meeting performance standards. He sees objectivity as more humane than the subjectivity which now operates. The program has

been tested over ten semesters at New Mexico State University and there is still a preponderance of "A's" among high achieving seniors, but "... the level of actual demonstrated proficiency has been raised ... raised again ... students ... feel pride ... in their accomplishments." While not specifically developed for the English methods curriculum, the scheme as described has merit. It should be considered by those developing such a curriculum.

Chanan, Gabriel. "Objectives in the Humanities," Educational Research, 16:198-205; June 1974.

Chanan attempts to resolve the differences which continue to surface between the proponents of teaching by objectives who most often come from a background of the sciences and those adversaries of teaching by objectives who come from the humanities. He says that there is common ground here. He does not minimize the problems inherent in the humanities where there may often not be one "correct" answer, and where open endedness is often a virtue. He offers some possible ways for performance criteria to be developed and met. He further warns that it behooves the people in the humanities to do the job themselves before the competencies and methods of evaluation are imposed from outside and/or above.

Christiansen, Mark A. and Edwin W. McClain. "The Personality Characteristics of Students Preparing to Teach High School English," Research in the Teaching of English, 4:149-156; Fall 1970.

This study was designed to identify personality characteristics of students preparing to teach secondary English which differentiated them from college students in general. One hundred and seventy-one English majors at the University of Tennessee completed "Sixteen Personality Factor Questionnaire" designed as a global measure of personality. The English teacher candidates were more socially outgoing, intelligent, assertive, sensitive, and imaginatively creative, but less responsible and self-controlled than the average student in the college population.

Cohen, Stuart and Richard Hersh. "Mirror, Mirror on the Wall, Am I the Best Teacher of Them All? There Is No Substitute for Competence," Journal of Teacher Education, 23:5-10; Spring 1972.

Cohen and Hersh assert that competency-based models of teacher preparation do not have to bypass affective behaviors. They see behavioral objectives as "clarifying vehicles" which can be quantitative, qualitative, or both. They also see criterion referenced measurement as a means of reducing the destructive elements of unhealthy competition. They grant that the affective and philosophical areas have been neglected in developing competencies in teacher preparation. But they further argue that this neglect can and should be remedied.

Conant, James. The Education of American Teachers, New York: McGraw Hill, 1963.

This influential study advised a two-year program of basic studies for the prospective teacher with the remainder of his course work divided between

his academic specialty and courses in professional education. Considering student teaching to be of special importance to the future teacher's preparation, Conant outlined specific qualifications for the "clinical professor," who would supervise this activity. Probably the most controversial part of his program was his recommendation that competence for teaching be measured by examination.

Cooper, James M., Howard L. Jones and Wilford A. Weber. "Specifying Teacher Competencies," Journal of Teacher Education, 24:17-23; Spring 1973.

The authors urge that a philosophical base be the undergirding of any program of defining teacher competencies. The empirical base, the subject matter base, and the practitioner base must rest on the philosophical base. They ask the question "What do we want the teacher to be?" before asking "What do we want the teacher to do?" They divide the "what" of teacher competencies into knowledge, performance, and consequence. All three of these areas are to be developed by working backward from the behaviors expected of the pupils who are to be the recipients of the teachers' attention.

Corbin, Richard and Muriel Crosby. Language Problems for the Disadvantaged. Champaign, Illinois: National Council of Teachers of English, 1965. 167-181.

Commenting upon the "lack of fit" between the teacher's training and the demands of teaching disadvantaged children, the report specifies three areas of preparation crucial to future teachers of the disadvantaged: the structure of the English language and language learning, cultural anthropology and urban sociology, and the teaching of reading and knowledge of literature appropriate for disadvantaged children.

Cox, C. Benjamin. "Behavior As Objective in Education," Social Education, 35:435-49; May 1971.

This article gives a comprehensive overview of the whole field of behavioral objectives -- the history of the movement, the sources of objectives, their nature, their uses, and their limitations. The assessment is balanced and objective. It is well illustrated with single examples and partial sequences. Cognitive and affective taxonomies are shown in these partial structures. This piece provides an excellent starting point for the novice and a neatly drawn summary for the more experienced in this area.

Creber, J. W. Patrick. "Redirection in the Teaching of English," Revisiting Basic Issues in English Education. Oscar M. Haugh, ed. Champaign, Illinois: National Council of Teachers of English, 1968. 1-8.

Arguing in the spirit of the Dartmouth Seminar for the importance of the affective as well as the cognitive development of students in English, Creber calls for an emphasis (perhaps re-emphasis would be more exact) on creativity in the education of teachers. "The prospect of generations of future teachers inhibitedly utilizing techniques designed to deinhibit their pupils is too horrible to contemplate."

Cruickshank, Donald R. "Conceptualizing a Process for Teacher Education Curriculum Development," Journal of Teacher Education, 22:73-82; Spring 1971.

Cruickshank delineates four stages in the teacher education building process - the need stage, the design stage, the development stage, and the implementation stage. All are necessary parts of the process. But he complains that all four stages to varying degrees are being "reinvented" in institution after institution. He suggests that exchanges be arranged, and that programs successful in their original settings should be tried in new settings before being dismissed as inappropriate. Much time, energy, and money that could be better used are currently being sacrificed in this duplication of effort.

Denton, Jon J. and Roy M. Bennett. "A Computer Support System for a CBTE Program," Educational Technology, 15:51-54; April 1975.

After sketching a typical CBTE model, the authors argue persuasively for a computer support system to maintain such a complex endeavor. The logistics are staggering as the variables multiply. They offer as an example the managing of 300 students in one program which could result in 70,000 notations. They offer as one solution to this management problem a computer system which handles storage and retrieval at the modest cost of 80 cents per student.

Dietrich, Daniel. "Performance-Based Teacher Education - an ERIC/RCS Report," English Education, 4:202-204; Spring, 1973.

Noting that "performance objectives are, to at least some extent, a concern of almost everyone preparing English teachers today, "Dieterich reviews several ERIC documents related to this new development in teacher education. None of these reports are specifically concerned with English. He includes in his review the 1972 ERIC publication Performance-Based Teacher Education: An Annotated Bibliography (ED 065 477).

Dixon, John. Growth Through English. Reading, England: National Association for Teaching of English, 1967. 107-110.

Rather than turn out teachers who have been "lectured to death," preparing institutions must seek ways to involve young teachers in the use of language through courses that encourage creative drama and writing and purposive talk. He suggests that at present "the demand for intellectual rigour is so interpreted that it obscures rather than illuminates the process of using language to gain insight into experience at large."

Dodl, Norman R. "Selecting Competency Outcomes for Teacher Education," Journal of Teacher Education, 24:194-199; Fall 1973.

Dodl declares that "... competencies must be stated in terms of role and function." After this is done, research must validate these role and function competencies. If this is not done by researchers in education, he fears that competencies will be imposed by those in administrative and funding positions who are primarily interested in cost/benefit analysis rather than measuring pupil outcomes in a wider social context.

Dropkin, Stan and Lawrence Castiglione, "Teacher Credentials: Item Preference of Recruiters," The Clearing House, 43:474-478; April 1969.

A statistical analysis of the expressed preferences of school officials in evaluating teacher credentials reveals a preference for information about actual teaching experience. For the new teacher candidate this means that heavy reliance is placed on the reports of cooperating and supervising teachers. Letters of reference from other college faculty are apparently given little weight.

Drumheller, Sidney J. "Competence Based Teacher Education Must Emphasize Fewer and More Global Behaviors to Maximize Efficiency and Morale," Educational Technology, 14:5-11; March 1974.

Here the title says almost all. The author deplores the proliferation of thousands of behavioral objectives which keep the teaching profession churning, but which result in very few effective programs. The article includes several excellent easily understood and applied schematics which impose order on the chaos which he describes. Drumheller favors a global approach which is easier to implement. He argues persuasively that this global approach will produce more effective teachers.

Drumheller, Sidney J. "Behavioral Objectives as Learning Inhibitors: A Dilemma and a Solution," Educational Technology, 14:17-20; October 1974.

Drumheller is a supporter and proponent of instructional objectives, but he voices concern about the lockstep manner in which they are being implemented. He divides all objectives into terminal, transitional, and "turnstile." He sees the transitional objectives as more difficult to analyze and to implement. He offers examples from three disciplines which illustrate the frustration of learning which results from misinterpretation and misapplication of the intent of transitional objectives. Since most daily objectives are of a transitional nature, the author's analysis becomes important.

"English Teacher Preparation Study: Guidelines for the Preparation of Teachers of English-1968." English Journal 52:528-536; April 1968.

The National Association of State Directors of Teacher Education and Certification, the National Council of Teachers of English, and the Modern Language Association cooperated to sponsor a project, under the direction of William P. Viall, which would establish criteria for the preparation of English teachers.

Evans, William H. and Michael J. Cardone. Specialized Courses in Methods of Teaching English. Champaign, Illinois: National Council of Teachers of English, 1964.

This study of 246 respondents teaching English methods courses confirms the value of such courses and provides interesting statistics on their nature and the qualifications of their instructors. 91.9% of the instructors have taught secondary school English, 79% are members of NCTE, 54.1% supervise student teachers. In the courses as much time is spent on the teaching of literature as on the teaching of grammar and composition combined.

Farmer, Geraldine M. "Research Experiences and Methods Courses," Improving College and University Teaching, 16:148-149; Spring, 1968.

In an effort to encourage prospective teachers to adapt problem-solving methodology in their future teaching, Farmer organized her methods course in this way. The students worked semi-independently to develop a research design, collect data, and formulate conclusions in a final report.

Feldhusen, John F., Russell E. Ames, Jr., and Kathryn W. Linden. "Designing Instruction to Achieve Higher Level Goals and Objectives," Educational Technology, 14:21-24; October 1974.

These authors offer a three stage model for course design which they believe reaches into higher levels of Bloom's Taxonomy. Any course designed by means of this model will cause students to "stretch" and "set their sights higher." The model has been tested at the undergraduate and graduate levels over several years with positive attitudinal reactions and test performance. The authors feel that the model has broad application in college and university courses. A chart which is quite specific accompanies this article.

Filburn, Eleanor,"Student Teaching: Whose Responsibility?", The Growing Edges of Secondary English, Charles Suhor, et al., ed. Champaign, Illinois: National Council of Teachers of English, 1968. 188-200.

A good summary of current practice and research in the area of student teaching, this article stresses the importance of careful selection and adequate recognition of cooperating teachers. Suggestions for improving the student teaching experience include the use of pupil evaluations of student teachers, use of kinescopic film to permit review and consultation, and the use of public school personnel in teacher training curricula revision to secure greater articulation between college and public school programs.

Fischer, John H. "The Prospect in Teacher Education," The Journal of Teacher Education, 16:391-398; December, 1963.

This overview of priorities in the formulation of educational policy suggests that one area of importance is "the place where psychology of learning and epistomology meet."

Flanders, Ned A. "Basic Teaching Skills Derived from a Model of Speaking and Listening," Journal of Teacher Education, 24:24-37; Spring 1973.

Flanders identifies speaking and listening transactions between teachers and pupils as the most basic and important events in the classroom. He believes that teachers must be trained to be sensitive to these interactions. They should do more listening, and their speaking behaviors should relate to expected pupil outcomes. Customarily, a teacher interprets most of these transactions in a way which reveals his biases, his stereotypes, and "the priorities of his value system." Flanders suggests that if a higher priority were given to the teaching of listening skills which would require the teacher to beome more introspective, self-development of teachers would continue after they leave their preparation courses.

Flanders, Ned A. "The Changing Base of Performance-Based Teaching," Phi Delta Kappan, 55:312-15; January 1974.

Flanders talks of the weak research base that now supports performance-based teaching. The effectiveness of PBTE rests on continuous measurement. He predicts that this measurement is a type of research that will result in a changing knowledge base in this field. Genuine openness should cause some of today's highly regarded criteria to be discarded. He worries that this flexibility is not present. Innovation rapidly becomes institutionalized, perhaps fossilized.

Foy, Robert J. "Evaluation of English Methods Courses," Peabody Journal of Education, 42:131-137; November, 1964.

Experienced teacher respondents to a questionnaire rated methods of teaching English slightly higher than general methods courses or other education courses and urged methods instructors to give more attention to the teaching of written composition, oral composition, and grammar.

Freedom and Discipline in English: Report of the Commission on English. New York: The College Entrance Examination Board, 1965.

With emphasis on English as a discipline, the orientation of this work, quite naturally considering its source, is toward the instruction of academic students. It suggests that study of the history and structure of the language, advanced rhetoric, critical theory and the social and cultural history of England be part of the preparation of English teachers as well as at least six semester courses in literature. It is perhaps significant that the report does not include among its recommendations course work in reading, child psychology, or literature for adolescents.

Gale, Larrie E. and Gaston Pol. "Competence: A Definition and Conceptual Scheme," Educational Technology, 15:19-25; June 1975.

The authors draw a sharp distinction between the concept of competence and competency-based. They argue that competence itself must first be defined philosophically and operationally before competency-based instruction can even be discussed, let alone planned and implemented. They then proceed to analyze and discuss competence in terms of areas, components, proficiency, level and degree. They offer a conceptual scheme for recognizing and acquiring this quality.

Gardner, Harrison and Marvin A. Henry. "Designing Effective Internships in Teacher Education," Journal of Teacher Education, 19:177-85; Summer 1968.

The authors make a strong case for the redefinition of teacher internship which would provide for field experiences much earlier, even before formal professional education courses have begun. Much experimentation has taken place in recent years which offers enough solid research conclusions to warrant some generalizations which would stabilize the too fluid situation in internships across the country. The authors see as crucial the question of making the internship mandatory or of continuing to provide it only as enrichment for some candidates. This question must be answered first.

Garrard, Judy. Concerns of Student Teachers: A Review of the Literature. Austin, Texas: University of Texas, 1966. ERIC 011 604

This annotated bibliography includes a description of the Schueler and Gold research of the use of videotapes in evaluation of student teaching conducted at Hunter College.

Gebhard, Ann O. "A Matter of Relevance: Planning a Curriculum for Future Teachers of English," English Education, 4:66-71; Fall 1972.

The way a curriculum planner in teacher education defines English has important consequences for the program he develops. The author suggests that a skills definition, the traditional reading, writing, listening and speaking, may have greater utility in the contemporary classroom than the currently fashionable content definition of language, literature, and composition.

Getz, Howard, Larry Kennedy, Walter Pierce, Cliff Edwards, and Pat Chesebro. "From Traditional to Competency-Based Teacher Education," Phi Delta Kappan, 54:300-02; January 1973.

The authors were the team which made the change to PTBE at Illinois State University. They are pleased with the results so far of their efforts. However, they caution from their own experience that "... adjustment by staff and students is slower and more agonizing than most would suspect."

Grommon, Alfred H. "Commitment to the Preparation of Teachers to the Preparation of Teachers of English," College English, 29:455-460; March 1968.

In this address which encourages college activity in the recruitment of teachers, particularly to insure an adequate supply for ghetto schools, Grommon notes that more than 60,000,000 Americans are engaged full-time in American education as students, teachers or administrators.

Grommon, Alfred H. "The Education of Teachers of English," The Changing Role of English Education, Stanley B. Kegler, ed., Champaign, Illinois: National Council of Teachers of English, 1965.

Stressing the importance of preparing teachers for the schools of tomorrow rather than the schools of today, Grommon suggests that a worthwhile distribution of course content would be forty per cent in general education, forty per cent in the candidate's teaching subject, and twenty per cent in courses in education and teaching methodology.

Grommon, Alfred H. "A History of the Preparation of Teachers of English," The English Journal, 47:484-524; April 1968.

This comprehensive review of trends and activities in English teacher education provides a worthwhile overview of the field of English education. It is interesting to note the similarities Grommon points out between the recommendations of the Dartmouth Seminar and the philosophy of the National Council of Teachers of English "An Experience Curriculum" which preceded it by several decades.

Gunn, M. Agnella. "What Does Research in Reading Reveal about Reading, and the Teacher of English?" The English Journal, 58:386-395; March 1969.

Despite the fact that twenty-five per cent of secondary school students are reading at or below the fifth grade level, the Squire and Applebee high school study found that only five per cent of instructional time in English is devoted to the teaching of reading. This situation, together with the rapid growth of the "middle school," emphasizes the need of English teachers to have extensive preparation in the teaching of reading.

Hamachek, Don. "Characteristics of Good Teachers and Implications for Teacher Education," Phi Delta Kappan, 50:341-5; February 1969.

Hamachek says that he has lost his patience with those who say that we do not have instruments sensitive enough to distinguish "good" teachers from "bad" teachers. He argues that the distinction can be made both subjectively and objectively in the classroom. He feels that first and foremost the good teacher views teaching as a human process. Therefore, teacher educators should spend at least as much time sensitizing prospective teachers to the complexities of personality structure as we do to the intricacies of knowledge structure.

Harrison, Alton, Jr. "Teacher Education Objectives - A Lack of Congruence," Journal of Teacher Education, 19:357-63; Fall 1968.

This study examined the attitudes of teacher candidates at Kansas State College at Pittsburg in relation to the attitudes of their college instructors and in relation to the attitudes of their master teachers. In most cases, the students reflected the attitudes of the persons with whom they spent the most time. The master teachers were most often more traditional and soon molded the students to their way of thinking which was at odds with their college instruction. It seems that more care should be taken in selecting persons and experiences for the teachers in training if your institution's educational philosophy is not to be subverted.

Henry, George H. "A Way of Preparing an English Teacher," The Changing Role of English Education, Stanley B. Kegler, ed. Champaign, Illinois: National Council of Teachers of English, 1965. 51-60.

This philosophic approach to English teacher preparation emphasizes the aesthetic and humanizing goals of the subject. Among the characteristics of an ideal methods course Henry would include this one. "There should be a thorough investigation of the thought processes needed in English. Ways of developing concepts; problem solving, nature of creativity; awareness of logic and movement of mental processes in such gross terms as unity, coherence, causation, generalization, interpretation, critical thinking."

Hipple,Theodore W. "What Goes on in the Englisn Methods Course?" English Education, 5:225-237; April/May, 1974.

Hipple conducted a questionnaire survey of English methods instructors to determine what they were doing in their courses. One hundred and two professors responded to the fifteen item instrument which included questions about topics, competency-based programs, and textbooks. The report provides a broad view of current practice.

Hixon, Lawrence B. Independent Study and Teacher Education at Cornell University, Ithaca, New York: Cornell University, 1966. 8 p. ERIC ED 000 865

A plan of independent study at Cornell University in which prospective teachers read widely, wrote on a self-chosen topic, and participated in an inter-disciplinary seminar in order to meet state education requirements for certification won wide approval, particularly among gifted students.

Houston, W. Robert. "Designing Competency-based Instructional Systems," Journal of Teacher Education, 24:201-04; Spring/Summer 1973.

Houston offers a CBTE model which also begins with the desired pupil outcomes, and focuses on the role of the practitioner, both teacher and pupil at different times. He moves toward this analysis of roles and away from the inner logical structure of the discipline to be taught. He sees this as the necessary approach because it will prevent conflicting philosophical systems from being built into the program by colleagues who are not willing to face and resolve their differences.

Howsam, Robert W. "Management of PTBE Programs," Journal of Teacher Education, 24:213-20; Fall 1973.

This author urges the concept of zero budgeting of money, resources, personnel, and programs. He feels that unless PBTE is managed in this way that it will soon take its place as just another frozen self-perpetuating but sterile system. He sees great potential in PBTE but fears that it will not be realized.

Hurst, Joe B. "Competency-Based Modules and Inquiry Teaching," The Journal of Experimental Education, 43:35-9; Winter 1974.

This study reports that teacher candidates trained in inquiry teaching by means of competency based modules for 20 hours and those who used the modules in addition to some classroom instruction for a total of 40 hours scored significantly higher on a criterion reference test over the subject matter than an untreated ontrol group. The control group differed only in that there was no reference to inquiry teaching methods in their instruction. The author concludes that if competencies can be developed in this most elusive area, then this process merits further development and testing in other lines of instruction. The inherent flexibility and economy deserves wider application.

Johnson, Henry, Jr. "Not One Unnecessary Wriggle: Some Questions about the Pre-suppositions of C/PBTE," Educational Theory, 25:156-67; Spring 1975.

As do most of the later articles in this bibliography, this one feels that it is time for a thorough examination of the underlying assumptions of PBTE. He cites failure of the exaggerated promises of education over the past 100 years and the rise of behaviorist psychology as the remote and proximate causes of the surge of PBTE. As many others, he sees the movement in chaos. But, he questions the "should" of attempted reform rather than the "how." His harsh summation states "... C/PBTE represents an anachronistic vestige of the eighteenth century which suggests that our task is merely to tinker with the great academic engine until it does our bidding." He deplores the words "trainer" and "trainee."

Josephson, Irving. "Linguistics and Discovery Teaching," College English, 30:376-380; February 1969.

This convincing description of the need to employ the discovery method of scientific linguists in approaching language study in the high school praises the Postman and Weingarten book Linguistics: A Revolution in Teaching but warns that in adapting modern linguistics, secondary educators must beware of "substituting a new orthodoxy for old."

Judy, Stephen and Karen L. Rottink. "Undergraduate Field Experience: Variations on a Theme," English Education, 5:259-268; April/May 1974.

Noting that two problems frequently encountered in field-based pre-service training are the lack of communication between undergraduates and teachers and the lack of continuity and depth of the experience, Judy and Rottink describe alternative models of clinical programs that have worked successfully at Michigan State University. One such program is the teamed field experience. Teachers accept a team of five undergraduate students who participate in their classes half a day per week per term. After a brief period of observation, the teams execute a carefully planned series of lessons for the rest of the term.

Kirkton, Carole Masley. "Performance Certification: An ERIC Report," English Education, 3:25-29; Fall 1971.

Noting that at least thirty of the most populous states are either studying performance certification or implementing it, this article offers a review of Robert C. Burkhart's The Assessment Revolution: New Viewpoints for Teacher Education (ERIC Document 036 485) which is a report of a 1969 New York State Symposium on Evaluation. The contributors in the symposium discuss a number of issues related to competency-based teacher education including the establishment of a hierarchy of certification levels, creation of a model for performance evaluation, and a comparative analysis of classroom observation techniques. The Burkhart report includes an extensive bibliography of "evaluation in education."

Knott, Bob. "What Is a Competence-Based Curriculum in the Liberal Arts?" Journal of Higher Education, 46:25-39; January/February 1975.

Knott defines the competence-based curriculum, and the concept of a liberal education. He then analyzes the points of intersection between the two. He then moves to their incompatibilities. He then offers for consideration what he sees as the key concepts in a competence-based curriculum in the liberal arts. He makes much of the assessment problem, but comes down finally on the positive side of the argument. Knott believes that the competence movement and the liberal arts can resolve their differences to the students' benefit.

Koerner, James D. "British and American Training Systems Compared," Times Educational Supplement, 2704:891; March 17, 1967.

Not unexpectedly, Koerner finds the British system superior in some respects to the American. Because of a system of teacher institutes, which seem to have policy making power, employers of teachers and teachers themselves have more voice in professional training than they do in America. Also, England draws its teachers from a superior intellectual stratum than does the United States (only the top four or five per cent of the age group are enrolled in universitites and the top ten per cent in teacher's colleges). Furthermore, advanced degrees in education are unknown, and practice teaching is of longer duration and better supervised than in America.

Larson, Richard L. "A Special Course in Advanced Composition for Prospective Teachers," The Journal of Teacher Education, 20:168-174; Summer 1969.

In regard to composition Mr. Larson argues that the two senses of knowing (knowing how and knowing that) are important to future English teachers; hence, he indicates the importance of a course in advanced expository writing. Of the seventy-five state universities polled in his study, all represent a substantial increase in such a requirement over the situation as it was revealed in an analysis just two years ago.

Larson, Richard L. "Some Underlying Premises of Performance-Based Teacher Education," English Education, 4:121-12 : Winter 1973.

Larson examines the premises of performance-based certification and speculates about their validity. Can one particular performance be an indicator of a teacher's overall competence? Can achievement by a student be largely attributable to the activities of his teacher? Does the performance of a number of discreet competencies ensure a capable teacher? He feels that a performance-based view of teaching threatens to alter the whole understanding of the teacher's role by denigrating it to the level of mere technical efficiency.

Lazarus, Arnold "Performance Objectives in Reading and Responding to Literature," English Journal, 61:52-58, January 1972.

Lazarus briefly describes the Tri-U Project which has developed performance objectives for use in responding to literature. He argues that they are not behavioristic and will not produce "robots" who will regurgitate programmed answers. Stduent experiences are organized as responses which deliberately

combine affective and cognitive considerations. The articles include samples of these six responses -- valuing, describing, discovering relationships, discriminating, inferring, and evaluating. There is plenty of room left in this scheme for the objectives which resist immediate measurement.

Lefevre, Carl A. and Father Daniel Fogarty. "Contributions of Linguistics to Teacher Education Programs," Educating the Teacher of English, David Stryker, ed. Champaign, Illinois: National Council of Teachers of English, 1965. 10-21.

Lefevre provides a worthwhile overview of the contribution of the science of linguistics to the English program; admonishing that the school study of language must remain child-centered. Fogarty's contribution concerns the growth of a "new rhetoric" which would stress intercommunication.

Lung, Victor E. Teacher Preparation Programs and First-Year Teacher Effectiveness. Monmouth, Oregon: Oregon College of Education, 1965. ERIC ED 011 131

A comparative study of recent Oregon education graduates, who had experienced the traditional program, and those, who had trained under an innovative program emphasizing increased laboratory experience, revealed that principals found a statistically significant difference in favor of graduates of the new program, but that college supervisors did not perceive any difference.

Massey, Harold W. and Edwin E. Vineyard. "The Relationship between Scholarship and First Year Teaching Success," The Journal of Teacher Education, 9:294-301; September 1958.

Using a five point scale, public school supervisors were asked to rate sixty-two recent graduates of an Oklahoma college on various teacher characteristics. Statistically significant correlations with the young teachers undergraduate grade point average were registered in these categories: mastery of subject matter, competence in English expression, general culture, and character, standards, and ideals.

Maxim, George W. "The Role of Research in Competency-Based Teacher Education," Education, 95:94-6; Fall 1974.

Research supports the notion that the most effective teachers know how to select the strongest link between educational goals and the outcomes that they desire for particular pupils. Most of these insights come from a continuing interest in the research end of education. Teachers should be intelligent consumers of research. Maxim suggests that all CBTE programs should include a component which develops competency in locating, interpreting and applying research findings.

Mechel, Henry C. "What's Right in Our Preparation of English Teachers?" Educating the Teacher of English. David Stryker, ed. Champaign, Illinois: National Council of Teachers of English, 1965. 1-9.

This optimistic view of English education includes a number of thought provoking observations: among them the suggestion that the trivium division of English into literature, language, and composition may be inadequate to the needs of disadvantaged students.

Moore, William J. "Instructional Design: After Behavioral Objectives What?" Educational Technology, 9:45-8; September 1969.

Moore suggests that the effective teacher must have more than the ability to state objectives in behavioral terms. The teacher must know how to organize information for presentation so that the pupil can store and retrieve the information over the long haul. As part of ongoing self-diagnosis the teacher must be able to generate hypotheses which will specify where learning is not occuring and also will note hierarchical relationships among the parts of the instructional pattern. He states that the Bucknell teacher preparation program is "... a research approach to instruction." He feels that this produces teachers who have the competence that Maxim also talked about.

Morine, Greta. "Planning Skills: Paradox and Parodies," Journal of Teacher Education, 24:135-43; Summer 1973.

Morine states that "... The three essential skills for ability to plan variety in instruction are skills in generating alternative instructional procedures, skills in recognizing alternative value assumptions, and skills in altering the existing circumstances of instruction." She recommends that all CBTE programs should include simulation modules in all three areas. The paradox that she perceives is that little or no "planning" has been done in teacher preparation programs for developing these planning competencies.

Murphy, Geraldine. "The Prospective Teacher as Observer," Journal of Teacher Education, 13:150-156; June 1962.

Because a "period of observation is a necessary buffer zone between the study of educational theory and actual teaching," Miss Murphy suggests that help be given the prospective teacher in perfecting skills of sensitive and precise observation. She includes a set of questions for use in the analysis of class observation which would be a valuable instrument for the teaching supervisor as well as the novice observer.

Murphy, Geraldine. "The Teacher of English," The Education of the Secondary School Teacher. Ernest Stabler, ed. Middletown, Connecticut: Wesleyan University Press, 1962. 107-142.

Warning that the prospective teacher must "never mistake art for a body of knowledge," Murphy urges that extensive preparation be given in literature, particularly the genres, to enable the future teacher to respond perceptively and sensitively to language. She also urges that attention be given to fostering intelligent planning and analytic questioning.

Nash, Robert J. and Russell M. Agne. "Competency in Teacher Education: A Prop for the Status Quo?" Journal of Teacher Education, 22:147-56; Summer 1971.

Nash and Agne see CBTE as a last ditch response of the educational institutions which are striving to survive. They argue that this "new wine in an old skin" is not attuned to the sincere cry of prospective students for a reexamination of most of the institutions of society, educational, personal, and social. These students want a broader and deeper definition of accountability. They do not want to function as interchangeable parts.

Purves, Alan C. "Of Behaviors, Objectives, and English," English Journal, 59:793-97; September 1970.

Purves distinguishes among three terms -- behaviors, behavioral objectives, and behavioral psychology. He says that he can engage in the first two without a hard and fast commitment to the third. He grants the uses of writing behavioral objectives, particularly for a curriculum planner as a check on the comprehensiveness of the planning. His summary cautionary note states that "... behavioral objectives serve as constraints upon the plans and activities of teachers, and the broader ends of education serve as constraints upon the behavioral objectives that one writes."

Purves, Alan C. and Bryant Fillion. "Teaching Skills in Secondary English," A General Catalog of Teaching Skills. Richard L. Turner, ed. Multi-State Consortium on Performance Based Education, 1973. 1-54.

The authors characterize three basic approaches to the teaching of English as imitative, emphasizing knowledge of subject matter, analytic, emphasizing skill processes such as composition or criticism, or generative, emphasizing the development of language expressiveness. They then define in stipulated competencies the interaction of these modes with teacher's functions. As six tasks of the classroom teacher, they list evaluating the existing learning environment, diagnosing student needs, interests, abilities, and expectations, specifying instructional goals and objectives, planning for instruction, conducting instruction, and evaluating results.

Quirk, Thomas J. "Some Measurement Issues in Competency-Based Teacher Education," Phi Delta Kappan, 55:136-19; January 1974.

Quirk states that performance objectives lists are too long, that performance measures lack reliability, that the practice of a percent correct passing score is unscientific because these tests often lack content validity and difficulty indexes for one or more forms have not been run. These measurement problems surface in any educational endeavor and it seems that CBTE will not escape.

Royal, Samuel J. "Train Them First," Improving College and University Teaching. 27:44-47; Winter 1969.

In presenting a plan for better instruction in freshman composition that would involve college recruitment of experienced high school teachers, Royal laments that at the present time very little undergraduate or graduate training in English is relevant to the teaching of composition.

Rudman, Masha. "A Performance-Based Teacher Education Curriculum in the Language Arts," Elementary English, 49:197-201; February 1972.

Rudman argues the English methods courses have traditionally reflected the interests, expertise, and the biases of the instructor rather than focusing on a prescribed set of principles which are inherent in the discipline. This places an enormous burden on the instructor. Measurement tends to be rather subjective. There is the single advantage that the student responds to the instructor's "enthusiasm." However, the course of study can be both tightened and broadened without sacrificing this enthusiasm. Rudman presents the details of a working PBTE program at the University of Massachusetts which she claims does just that.

Salley, Homer E. "Ohio Survey: How Seniors in Education from Ohio Colleges and Universities Rated their Undergraduate Teacher Preparation: Their Pattern of Response Compared to that of Experienced Classroom Teachers," Audiovisual Instruction, 10:506-7; September 1965.

Sixty per cent of practicing teachers and sixty-five per cent of senior students who replied to a questionnaire asking for their reaction to their undergraduate preparation felt they needed more training in the use of audio visual media. This apparently was the largest area of dissatisfaction!

San José, Christine. "Doing, Talking, Writing," English Education, 6: 150-153; February/March 1975.

San José describes the working partnership between the West Genesee/ Marcellus school systems and Syracuse University embodied in the teaching center she directs. While acknowledging some of the frustrations inherent in her role as director, she emphasizes the rewards available to the subject matter specialist who is able to work directly with children and teachers in such a center. Thus the teaching center not only provides practicum experiences for university students, but also in-service education with readily demonstrable benefits to the classroom.

Seidman, Earl. "Micro-Teaching in English Education: Some Basic Questions," Revisiting Basic Issues in English Education. Oscar M. Hough, ed. Champaign, Illinois: National Council of Teachers of English, 1968. 47-53.

Although Seidman has reservations about the behavioristic philosophy which under girds micro-teaching, he makes a powerful argument for its use in training teachers. Some of the "performance criteria" which have been developed for English candidates in the University of Massachusetts program are "probing" in discussion, reinforcement, varying the stimulus, and using examples. In video-taped, brief teaching classes of only four students, the prospective teacher focuses on one "performance criteria" at a time in a "teach, conference, reteach" cycle.

Shavelson, Richard J. "What Is the Basic Teaching Skill?" Journal of Teacher Education, 24:144-51; Summer 1973.

The author opens by stating that "Any teaching act is the result of a decision, either conscious or unconscious." He sees skill in decision making as the thread which binds all the other teaching skills and integrates them one with the other. As a minimum "... teacher training should include a decision-making component ..." He describes several CBTE programs which do.

Sherwin, J. Stephen. "Teacher Certification and the Public Interest in New York," English Education, 3:16-24; Fall 1971.

Sherwin provides a critique of the two New York State Department of Education documents related to competency-based teacher education: "Rationale for Modification of the Certification Requirements"(1968) which established certification by performance as an eventual goal and "A New Style of Certification" (1971) which specified those who would have responsible roles in the certification process.

Shugrue, Michael F. Performance-Based Teacher Education and the Subject Matter Fields, Washington, D.C.: American Association of Colleges for Teacher Education. 20 p.
ERIC ED 077 890 microfice $0.65 hard copy $3.29

This document focuses especially on English which is currently undergoing such scrutiny in the process of developing performance based programs. The rationale for such development, and the need for a broader research base are stressed. Shugrue would particularly like to see more attention paid to the measurement aspects in the humanities.

Sickmiller, E. Ralph. "Specified Entry Behaviors and the CBTE Model," Educational Technology, 15:31-41; February 1975.

Sickmiller believes that CBTE has such great potential for improving the quality of teacher preparation because the model could specify entry level behaviors. He does not find that such is the case now and suggests strongly that this is a needed reform. He would specify these behaviors, some of which have not been delineated by the profession as yet for nine reasons of varying persuasiveness. Nevertheless, the issue that he raises merits thoughtful consideration by anyone involved in CBTE.

Simmons, John S. "Too Far Afield -- A Caution, A Warning Even," English Education, 5:269-75; April/May 1974.

This article provides a welcome counter-balance to the panegyrics often found in descriptions of performance-based teacher education. Simmons is concerned that field-experience, too early and too prolonged, will rob pre-service teachers of the benefits of the college experience -- particularly the opportunity to acquire those qualities of mind which question and challenge the status-quo.

Simmons, John. "The Teaching of Literature in the Junior High School," The High School Journal, 52:361-372; April 1969.

Because the teacher in the junior high school "is the first to lead students from reading to the study of literature," she must have an understanding of the reading abilities of her students. The article also discusses types of prose fiction desirable for study at their level and the use of audiovisual media, particularly in English classes for slower students.

Sisk, Jean C. "Wanted -- Ideal English Teachers for 'Real' Schools," The High School Journal, 52:419-425; April 1969.

A Baltimore supervisor describes what she looks for in the credentials of a prospective English teacher. Her first consideration is the reputation of the school from which he has graduated; her second the kinds of English courses that constitute his preparation. She is particularly interested in courses which have a direct relation to English teaching in the high school: advanced composition, grammar, semantics, and American and adolescent literature.

Smith, C. Leland and Edgar L. Sagan. "A Taxonomy for Planning Field Experiences," Peabody Journal of Education, 52:89-96; January 1975.

The authors, after establishing the importance of early and many field experiences, present three models for the structure of field experiences which contain the same components with varying degrees of emphasis as the student in teacher preparation moves through the program. The components are: role orientation, role conceptualization, role learning and commitment, role assumption, and role evaluation. They see the field experience as a longitudinal one which will prepare a practitioner in a way which is relevant to the needs of the public schools.

Smith, Eugene. "Professor Becomes High School Teacher," English Journal, 48:360-362; March 1968.

A university methods professor who spent a year teaching English in a large urban high school experienced frustration. "Mostly I felt little real satisfaction from teaching there." However, he felt the insight he had gained into an actual school situation was very valuable.

Smith, Frank. "Methods Courses As Seen by Students," Improving College and University Instruction, 14:120-121; Spring 1966.

A questionnaire designed to judge the reaction of seventy-eight elementary education majors to their methods courses revealed that ninety-four per cent of the group felt they could not adequately teach without the methods course.

Smith, Patricia D. "Grammar for English Teachers," School and Community, 55:6-18; February 1969.

The author favors an eclectic approach to the teaching of English grammar which, of course, requires that the teacher be familiar with structural, transformational and traditional grammar. Calling for better preparation in advanced grammar and composition, she warns, "In the hands of a poor teacher, English becomes a hodge-podge."

Squire, James R. et al. High School Departments of English -- Their Organization, Administration, and Supervision. Champaign-Urbana, Illinois: University of Illinois, 1964.
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Although the training emphasis of this material is largely on in-service education, Squire does make some recommendations regarding pre-service preparation. Typically, he calls for greater attention to work in composition and also mentions the need for preparation in public speaking -- particularly oral interpretation. He suggests that the chairmen of local high school departments of English work closely with colleges to help provide good observation and participation experiences.

Stryker, William G. "Teacher Preparation Under California's Ryan Act," English Education, 5:165-168; March 1974.

The Ryan Act creates two basic teaching credentials: the multiple subject credential (elementary) and the single subject credential (secondary). The candidate must demonstrate his subject matter knowledge and competence in one of two ways: by passing an examination or by completing a degree program that has been approved by the Ryan Commission.

"Superior Teachers Evaluate Their Preparation," Phi Delta Kappan, 45: 444-445; June 1964.

Eight of the ten finalists for Look Magazine's Teacher of the Year Awards responded to a questionnaire on which they were asked to assess their preparation. English teachers seemed to be particularly appreciative of methods courses and student teaching, but somewhat critical of the loading of academic preparation in favor of literature at the expense of language and composition instruction.

Tuttle, Donald R. "Basic Considerations in Preparing, Certifying, and Assigning Teachers of English," College English, 24:619-624; May 1963.

Although Tuttle quotes statistics regarding preparation of Ohio teachers in 1914 which are horrendous, his view of the preparation and certification requirements of contemporary English teachers does not produce complacency. Noting the National Council of Teachers of English estimate that forty to sixty per cent of secondary English teachers are poorly prepared and that the elementary situation is worse, he writes, "On the whole it could be stated that the engineers in this country have at least as good preparation in English language and composition as elementary school teachers."

Tyler, Louise L. and Laura J. Okumu. "A System for Analyzing Courses in Teacher Education," Journal of Teacher Education, 16:438-444; December 1965.

An analysis by means of Bloom's Taxonomy of Verbal Behavior of the content of education course examinations revealed frequent discrepancies between what a course purported to do and what it actually did.

Verner, Zenobia. "Field Experiences in Teaching Oral and Written Language," English Education, 7:86-98; Winter 1976.

Although this description of pre-service field experiences seems somewhat utopian, it contains some worthwhile descriptions of effective methodology.

Viall, William P. et al. "English Teacher Preparation Study," College English, 29:66-78; October 1967.

A cooperative project of the National Association of State Directors of Teacher Education and Certification, the National Council of Teachers of English, and the Modern Language Association, the "Guidelines" are designed to indicate worthwhile competencies for teachers of English rather than apply to the certification process. Because forty to sixty per cent of the elementary school day is devoted to some form of English instruction, Viall recommends that prospective grade school teachers take at least fifteen hours beyond freshman composition, he suggests that secondary candidates take thirty-six.

White, Louise. "PBTE in a Multicultural Society," Journal of Teacher Education, 24:225-31; Fall 1973.

White of the Teacher Corps, U.S. Office of Education believes that PBTE may offer a way out of the dilemma of what do you do after you physically integrate the schools by having the "... potential for multicultural education since it emphasizes the development of specific performances designed to attain learning goals through individualized instruction." She faces the problem of who sets these goals -- "... the majority, the minority, or some combination of the two." Her answer is an approach which she calls both pragmatic and flexible. Provide access to the benefits of the dominant culture for all while preserving alternative cultures. She argues that competencies should be developed with community involvement. For her, community means taking into consideration all the power groupings which can be so vocal, and the silent elements which must be encouraged to participate.

Whitworth, Richard. "A Refresher Course, New Vistas for the Methods Prof," The Clearing House, 43:463-468; April 1969.

An English education professor at Ball State University argues the efficacy of the methods teacher returning to the high school classroom on a part-time basis. When he and a local secondary teacher exchanged a class for a school year, both achieved greater insight into their respective teaching responsibilities.

Wilcox, Thomas W. "The Study of Undergraduate English Programs: Some Preliminary Findings," College English, 29:443-444; March 1968.

This National Council of Teachers of English sponsored survey of 1320 American institutions has yielded some interesting statistics: in 72.4% institutions English is the largest department or tied for first place; 8% of American

undergraduates are English majors; 24.9% of English majors go on to graduate school; 77.8% of English departments offer teacher training with 49.3% offering courses in teaching methods and 58% collaborating in some way with schools of education in the training of teachers. Listing an analysis of the frequency of course requirements, Wilcox notes, "There seems to be little or no agreement among departments of English as to just what constitutes an appropriate plan of studies for undergraduates who elect to specialize in English."

Willard, Charles B. "Specialist Training for the Teacher of English," Educational Administration and Supervision, 39:68-73; February 1953.

An eight point listing of worthwhile objectives in the preparation of English teachers, which includes: a knowledge of the history and structure of the language, and American and English literature, particularly Shakespeare; a wide cultural background and good critical judgment; and ability to read aloud and teach at the secondary level.

Willy, Autry Nell. Five More Years of Work on the Preparation and Certification of Teachers of English. Champaign, Illinois: National Council of Teachers of English, 1961.

An annotated bibliography of interest to the curriculum planner, because, as Willy notes, "our schools are primarily language schools."

Wilson, Sturat. "An Experimental Program for the Education of English Teachers," College English, 29:449-455; March 1968.

Aided by Danforth Foundation funds and with the approval of the New York State Education Department, five colleges inaugurated a project to test Conant's theory that teacher preparation would be improved by greater all college participation and autonomy. The experimenters thought the present program too fragmented; so they developed a plan with emphasis on chronological sequence. Professional preparation in the new plan involves a paid summer assistantship and a seminar in methods that is simultaneous to first semester senior year student teaching.

Woodruff, Asahel D. "PBTE 10 Years Hence," Journal of Teacher Education, 24:238-243; Fall 1973.

Woodruff predicts that PBTE will have been purged of its over reliance on "a didactic version of education, its near confinement to 'trainable' behaviors." He believes that the contrived larger than life version of reality that is now presented in the classroom will give way to a cycle which he calls "the cybernetic loop" where learned behavior will be practiced outside the academic setting, will make contact with reality, and will therefore be "learned" because it will be elicited whenever similar circumstances occur. He further states that "... The idea that the teacher is the star should be abandoned. The teacher's role should shift to that of a person making intelligent decisions to help a student be the star and to do his own learning."

Yee, Albert H. The Student Teacher Triad: The Relationship of Attitudes among Student Teachers, College Supervisors, and Cooperating Teachers. Austin, Texas: University of Texas, 1967.
ERIC ED 010 849

All of the 689 members of the American Association of Colleges for Teacher Education include student teaching as part of their program with about half having full-day assigment and half, half-day assignments. Eighty-nine per cent of a group of teachers polled considered student teaching of greater val than any other education course, perhaps because it has, unlike many other aspects of teacher education, demonstrable relevance to the actual teaching task. Despite its importance, Yee found no reliable method of rating student teaching; in fact, his research suggests that grades may reflect supervisor's affective relationships with the candidate rather than measure the student's actual performance or potential.